DOCUMENT RESUME

ED 056 228	VT 014 205
TITLE	The Secretary's Regional Conferences on Vocational Education, New York. Summary, 1971.
INSTITUTION	Office of Education (DHEW), Washington, D.C.
PUB DATE	71
NOTE	69p.; Report of a Region II Conference (New York, N.Y., May 12-13, 1971)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Career Education; *Career Planning; Conference Reports; Elementary School Curriculum; High School Curriculum; Interagency Cooperation; *Program Effectiveness; Program Evaluation; *Program Improvement; Program Planning; School Industry Relationship; *Student Needs; Vocational Education
IDENTIFIERS	Region 2

ABSTRACT

This Region II conference called by the Secretary of Health, Education, and Welfare, brought together 350 participants from New York, New Jersey, Puerto Rico, and the Virgin Islands to discuss how career education needs of youth and adults and the needs of the economy are being met, to determine the role of vocational education in the process, and to identify methods of redirecting education in the 1970's so that secondary students will be prepared for immediate employment or further education. Some concerns resulting from the 2-day conference were: (1) The educational system must be relevant to the needs of all persons in our society, (2) The educational system which presently carries an assortment of labels should be one system, all leading to one goal titled career education, (3) The educational system cannot function satisfactorily until the professional educator seeks the cooperation, advice, and support of people from industry and labor, (4) The educational system must provide ways of teaching people the dignity of work, and (5) The educational system must be changed or modified, particularly in the early years. Summaries of conference activities are included. Other regional conference reports are available as VT 013 385-103 387, VT 014 206-VT 014 210 and VT 014 228 in this issue. (SB)

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SUMMARY

1971

THE SECRETARY'S REGIONAL CONFERENCES ON VOCATIONAL EDUCATION

NEW YORK

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education

ED056228

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

REGION II

REPORT OF
THE SECRETARY'S REGIONAL CONFERENCE ON
VOCATIONAL EDUCATION

NEW NEW YORKER HOTEL

NEW YORK, N.Y.

MAY 12 - 13, 1971

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION II
FEDERAL BUILDING
26 FEDERAL PLAZA
NEW YORK, NEW YORK 10007

OFFICE OF EDUCATION

Honorable Elliot P. Richardson
Secretary of Health, Education, and Welfare
Washington, D.C. 20201

Dear Mr. Secretary:

The report of the Regional Conference on Vocational Education held in New York City, May 12-13, 1971, is enclosed.

We have attempted to portray an accurate summary of the opinions and recommendations expressed by the 350 conferees from Region II regarding Vocational Education. The career educational needs of youth and adults and the needs of the economy were considered in relation to the direction or re-direction of the educational system, especially for Vocational Education in the 1970's.

It is expected that future modification to vocational education will be affected by this report.

Sincerely,

Robert A. Crummel

Robert A. Crummel
Regional Commissioner (Acting)

Encl.
  Report, Region II's
  Voc Ed Conf

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INTRODUCTION

BERNICE L. BERNSTEIN
REGIONAL DIRECTOR - HEW - REGION II

It is a privilege and an honor to welcome so distinguished a group as you who have come together here. We meet in the second of a nation-wide series of conferences on the program heretofore known as Vocational Education. Hopefully as Dr. Marland urges, it will move towards becoming, not Vocational Education, but Career Education; Career Education for every student in our Public Education System.

You have been invited to participate in this conference because there is general recognition of need for improvement in this educational area. With the help of people like you throughout the United States, our Secretary, The Honorable Elliot Richardson, and our Commissioner of Education, Dr. Sidney Marland, respond to the specific direction of the President, that there be developed recommendations for The President's National Program for Education. May I therefore express to each of you, Secretary Richardson's appreciation for your being here to share with us your thoughts and recommendations about a most significant role of our Public Education System.

Any effort to develop a legislative program at the national level must begin with an analysis of the current situation and its problems. We know that 8 out of every 10 students currently in our high schools will not go on to and complete college with a baccalaureate degree. We know that only 2 out of those 8 who leave our high schools are prepared for immediate employment with a salable skill in the job market. Dr. Marland urges, as a national goal, an option to each student courses to prepare him for further study or to prepare him for immediate employment. Do you agree on such a national goal? If so, what would such replication require? What should be the Federal role? What would you urge as changes in existing programs at our national level?

I expect that everyone in this room shares the view that our Public Education System is one of the most valuable institutions that our country possesses, shares a sense of uneasiness about inadequately thought through or tested, changes in response to widespread attacks. As a nation, our important choices among educational goals should be the result of social values expressed through widespread understanding of the problems to be solved. In our complex society, social commitment is a most important ingredient. How do we achieve that widespread understanding and social commitment? It can and will be achieved only with the dedicated efforts of people like you who are assembled here.

This is a working meeting. It is the Secretary's hope that working in small groups, you will focus directly with one another, on the needed actions and processes that can make effective and meaningful the courses and choice of educational paths that our secondary educational system can and should provide to each student whose life it touches, so that in fact, we can achieve, in the 70's, a meaningful career education program for all students.

Your recommendations from this conference will be reported to Dr. Marland and our Secretary. If, in addition, any one would like to submit any information or suggestions in written form, we will welcome them. Please give us your comments on the forms that have been provided.

With your input and that of our distinguished colleagues who have joined us from our national office, I know that this will be a very productive meeting. Thank you, each of you, for giving of your time and thoughts here today. Thank you, too, for permitting me to extend to each of you, a very warm greeting on behalf of our entire Regional Office Organization.

ACKNOWLEDGEMENTS

In order for the planning process to serve as a tool to improve the educational system, concerned persons representing a wide variety of interests as well as segments of society must contribute knowledge and information to key planners.

Region II of the United States Office of Education deeply appreciates the contributions of every person who attended the Secretary's Regional Conference on Vocational Education.

It is virtually impossible to list the many individuals along with their specific contributions to the Conference Objectives. Although each person has our heartfelt thanks, special appreciation is expressed to the speakers, reactor panelists, group discussion leaders and group recorders whose names appear in the Conference Program (Appendix II).

INTRODUCTION

PURPOSE:

In order to help meet the needs of people and the economy in the 70's, up-dated information is needed from persons who have the intimate knowledge of both the strengths and weaknesses of the present system of vocational-technical education. The existing reporting system does not provide the data required as well as provide answers to questions raised about vocational education by the Administration.

It was felt that most of the answers could be obtained by calling ten Regional Conferences designed to bring together knowledgeable and concerned people to discuss how the career education needs of youth and adults could be met and to determine the role that vocational education is playing in this process. Also, to identify methods of redirecting education in the 1970's in order to prepare every person leaving school for immediate employment or further education.

DELEGATION OF AUTHORITY:

On January 4, 1971, the Secretary of HEW asked the US Commissioner of Education to conduct a conference on vocational education in each of the ten Regions of HEW. The responsibility for planning the conference was delegated to the Bureau of Adult, Vocational and Technical Education, with final authority for conducting the conferences further delegated to the respective Regional Commissioners of Education.

PARTICIPANTS:

Approximately eleven hundred invitations were sent to persons from the four States of Region II. The list included employers, political leaders, public and private school educators, post-secondary and higher education personnel, administrators of all levels of education, corporate executives, community action groups, labor leaders, students, professional organization representatives, local, State and national advisory committees, boards of education and legislators. It will be noted that the list of participants (Appendix II), indicates 354 or more persons registered for the Conference, further that a good mix of people from many walks of life attended.

The small group sessions, while well attended, produced only about one-third the number of opinionaires as there were persons attending. However, copious notes taken by the group recorders indicate that lively free discussion took place during these sessions.

CONFERENCE FORMAT:

Considerable effort was made to secure highly qualified speakers and reactor panelists to address the Conference. It will be noted that the speakers included business executives, from a variety of industries, a labor leader, an educator and an economist.

The reactor panelists for each panel represented education, industry, community groups and labor.

A wide variety of community leaders and business people were secured to lead the small discussion groups. The group recorders were drawn from State Vocational Education staffs and local school officials.

A brief resume of the qualifications of key persons follows:

JACK BALINSKY: Education - University of Notre Dame, BA, 1967, Summa cum Laude; Woodrow Wilson School, Princeton University, MPA, 1969. Work Experience - Administrative Assistant to the Director, Trenton Model Cities Agency; Director, Children's Program, Huntington Family Center, Syracuse, New York; Mayor's Youth Coordinator, Syracuse, New York; member of Model Cities Advisory Board, Syracuse, New York.

RICHARD D. BAWCOM: Manager Field Training, S.H. Kress and Company, NYC; Graduate of the University of Alabama; five years experience in Retail Store; four years in personnel division of Kress - a chain of 325 stores operating in 31 states. Member of the National Advisory Board of the Distributive Education Clubs of America.

HANK BOARDMAN: Community Relations Manager - Western Electric Company, Kearny, New Jersey; Personnel Work - 34 years background in Hawthorne Studies; Past President Urban League of Essex County; Past Vice President Cranford Board of Education; Governor Cahill's Task Force on Problems of Children and Youth; Delegate to White House Conference on Children and Youth; Vice Chairman, Essex County Technical Careers Center Council; Educational Chairman, Newark's Business & Industrial Coordinating Council; member Newark Board of Education Curriculum Advisory Committee; on Board of Newark's Concentrated Employment Program Team COPE, Child Service Association, Cranford Mayor's Human Relations Council; Urban Housing and Development Corp; Hudson County Community College Study Community; formerly on Board of Interracial Council for Business Opportunities.

FRANK CANNIZZARO: Trustee and Business Representative of Local 210 Teamsters; member of National Advisory Council on Vocational Education, appointed by President Nixon in 1971; member of the Advisory Manpower Panel, New York State Department of Labor for Long Island; member of the Advisory Board of the Vocational Education and Extension Board of Nassau County; 1965-1969 member of the Economic Opportunity Commission of Nassau County.

LOUIS CENCI: Executive Secretary of the Advisory Council for Occupational Education. Worked as an electrician in the ship building division of Bethlehem Steel Company, Electrical Inspector for the Bakelite Corporation and Maintenance Foreman for the Ford Motor Company. Appointed to his present position by the Board of Education on February 21, 1966. Has been a teacher of Electrical Installation, Attendance Coordinator, Guidance Counselor, Television Teacher and Acting Administrative Assistant at McKee Vocational and Technical High School. He has been a teacher trainer for both the Board of Education and New York State Department of Education since 1956. He was appointed to the New York State Advisory Council for Occupational Education by Governor Nelson Rockfeller on April 2, 1969 for a three year term and served as its first chairman.

MAURO A. CHECCHIO: Assistant to the Corporate Vice President, Johnson and Johnson. Graduate of State University of Iowa, B.S. Degree - Commerce; attended Rutgers - The State University (NJ) and New York University towards Masters Degree; Graduate of Advanced Management School, American Management Association, New York. Campaign manager for Florence P. Dwyer, 12th Congressional District; served on Nixon Campaign Committee, served on Cahill Gubernatorial Campaign Committee; Vice Chairman of New Jersey State Finance Committee, Assistant to Republican State Chairman, served as Assistant State Campaign Manager 1967; Election of total Legislature; Former Mayor of Scotch Plains, New Jersey; Township Committeeman (nine years), Municipal District Committeeman. Served on various local and State wide community and social projects such as minorities, transportation, planning air facilities, etc. Previously Presonnel Director, General Plant Manager, Director of Marketing, Assistant to President.

DR. MADELINE COUTANT: Associate Curriculum Development - New York State Education Department. Director, Pilot Project in Education for Ford Foundation, Columbia University; Science Service of Washington, DC. Executive Director, Neighborhood Youth Corps of Otsego County, Inc, Oneonta, New York.

ALLEN H. FISHKEN: Background in Engineering (Guggenheim School of Aeronautics, 1934) - M.S. in Guidance, Doctoral work in Counselling Psychology - Teacher of trade and technical subjects - supervisor of trade and technical education - now charged with responsibility for developing new and innovative programs and coordination of occupational skills programs for the City of New York, including Federal programs.

STEPHEN F. FREEDMAN: Director of Vocational, Adult and Continuing Education, City of East Orange, New Jersey; Administrative Assistant to the Superintendent of Schools, East Orange Public Schools. Previously: City Director of Distributive Education, East Orange, NJ. A.A.S. from Rockland Community College, Suffern, New York; B.S. - State University of New York at Albany, Albany, NY; M.S. - State University of New York at Albany, Albany, NY; Advance work at: Western Michigan University, Trenton State College, Montclair State College, Rutger's University.

CLARENCE E. GRAY: Since January 1, 1970, Mr. Gray has been Vice-President, Personnel for the Carborundum Company. In this position he provides the leadership role for the Corporation in the areas of organization development, managerial selection and development, education and training, compensation and wage administration, recruitment and placement, safety and security and labor relations.

For the previous fourteen years, Mr. Gray has been associated with the General Electric Company working in the field of Employee Relations with special emphasis on Business Organization, Business Planning, Manpower Planning, Manager Selection and Manager Development. His experience has included most phases of Personnel Management dealing with technical, office, and managerial personnel.

Holds an undergraduate degree in Liberal Arts, major in Political Science and Education, followed by graduate work in Political Science at the University of Michigan. In 1952, an MBA degree, with major in Personnel Management, was completed at Ohio State University. Previously: Officer - American Vocational Association; North Atlantic Regional Vice-President of the National Association of Distributive Education Teachers (NADET). Currently: New Jersey State NADET Representative; Member of the National DeHall of Fame; previously a Distributive Education student at Spring Valley Senior High School "1960"; DECA State Winner 1960 (Sales Demo); as a teacher-coordinator students won: 4 first places, 5 second places, 6 third places in State DECA competition within a three year period; representative - Mayor's Office, East Orange, NJ; candidate for Councilman - East Orange, NJ; member Model Cities Manpower Advisory Board.

LEE HAMILTON: Presently Vice-President, and manager of the Education Department, National Association of Manufacturers. Mr. Hamilton, working with the NAM's Education Committee, has the staff responsibility for formulating and implementing the Association's policy statements on education issues. In addition, he has developed economic education programs and audio-visual teaching aids for schools and business firms. He is a member of Beta Gamma Sigma, the business honors fraternity. He is a past president of the New York Regional Council for Industry-Education Cooperation; former chairman of Economic Education Committee of the International Administrative Management Society, and vice-president of the National Community Resources Workshop Association. He serves on the board of directors of the Clergy Economic Education Foundation, an organization active in thirty States; a former editor of DATELINE, a monthly publication which presents viewpoints of business leaders on a wide range of socio-economic topics.

THOMAS S. HARVEY: Current Assignment: Special Assignment -- Management Development Division, J.C. Penney Company, Inc. Responsibilities: Develop and administer Corporate Employment and Management Manpower; utilization activities: Executive Search, Internal Search and Placement, College Recruiting and Relations, Management Trainee and Technical Employment (non college graduate). B.A. - University of Michigan, 1961. Organizations: National Advisory Board - DECA, National Retail Management Association - Careers in Retailing; several college placement associations (5); other business experience: State Farm Insurance Company and Ford Motor Company; various positions: i.e., employment, management development training, appraisal and testing, aid to higher education.

CLIVE KRYGAR, Jr: Currently, Director-Principal, Essex County Technical Careers Center. Prior to this, he was the Supervising Manpower Development Specialist for the State of New Jersey for the US Department of Labor. He has been a training director in private industry, an executive director with the Urban League, a Rehabilitation counselor and occupational therapist. Holds a Masters Degree from Rutgers University and a B.S. Degree from New York University.

AUBREY C. LEWIS: Assistant Vice-President, Career Development, F.W. Woolworth Company, New York. Education: University of Notre Dame, B.S. in Education, 1954, FBI Academy 1962, Cornell University, Advisor to Faculty Retailing 1968. An elected officer of the company (April 1, 1970). Mr. Lewis was recruited by this national retailing chain as a result of his outstanding record of leadership exhibited as a Federal Bureau of Investigation Agent, as an athletic coach, and through his involvement in community affairs. He was representative and was promoted to Assistant Vice-President in January 1970.

Mr. Lewis is primarily responsible for the institution, coordination and implementation of the Company's College Recruiting Program. He directs, assists and guides eight (8) Regional Management Training Directors in the College Recruiting Program. Teacher and Head Coach for Football and Track. Mr. Lewis was the first Black to serve as a Head Football Coach in the State of New Jersey at a major high school. The subjects he taught included English, Biology and General Sciences as well as Physical Education. Mr. Lewis was chairman of the 1969 National Executive Fund-Raising Drive for the United Negro College Fund Drive, with the responsibility of chairing a national conference and personally contacting corporate executives, pointing out a need for greater educational involvement on the part of young Blacks and how big business can help.

SIDNEY PLATT: Founder and Principal of Eli Whitney Vocational High School, Brooklyn, NY since its founding in 1950. Has taught on all levels of the school system, including elementary, junior high school and senior high school. President of Vocational High School Principals Association, 1965-67, 1969-. President of Association of Vocational Educators of New York State. President and co-founder of Vocational Educators Association of City of New York, 1969-. President of Williamsburg-Greenpoint Community and Health Council, 1958-1965. Member of Board of Directors and Recording Secretary, New York League for the Hard of Hearing. Graduate of Townsend Harris Hall and City College. Also attended Teachers College and New York University. Served, and serving, as lecturer at City College, New York University and on the New York State Education Department Teacher Training Program. Member of American Vocational Association; of Secondary School Principals; National Council of Local Administrators of Vocational and Practical Arts; Association Greenpoint Chamber of Commerce; Lions Club of Greenpoint; Kappa Delta Pi.

JAMES T. PYLE: Director, Aviation Development Council. A veteran of 37 years in aviation, was named director of the Aviation Development Council in August, 1964. ACD represents the aviation community in the New York-New Jersey metropolitan area in liaison with community leaders, with particular reference to matters involving major airports in the area. Mr. Pyle began his aviation career in 1935 with Pan American Airways. He is a qualified pilot with approximately 13,000 hours in single and multi-engined aircraft including jets. He held a number of executive positions in commercial aviation before joining the Civil Aeronautics Administration in 1956. He was Administrator of the CAA from 1956 to 1958 and Deputy Administrator of the Federal Aviation Agency from 1959 to 1961. Before joining ADC, Mr. Pyle was a vice president of General Precision, Inc.

LEE REISER: Executive Assistant, Corn Products Corporation International, Inc., Englewood Cliffs, New Jersey. Prior Position: Corporate Director - Personnel and Industrial Relations. Relevant Experiences: Member of the NAM/HEW Vocational Educational Audit Panels for New York State and Denver, Colorado in 1970. Varied positions of training responsibility in the US Naval Reserve and CPC International over a period of 25 years.

JAMES W. RILEY: Senior Economist, MERCK & Co., Inc., Rahway, New Jersey. Mr. Riley is responsible for economic research and develops short- and long-run forecasts as well as special foreign and domestic economic studies. During the last four years, he has made economic studies in India, Thailand, Brazil, Argentina, Peru, England, and Canada; he is Chairman of the Education Committee of the New Jersey Manufacturers' Association and a member of the Executive Committee, New Jersey Council for Economic Education. He is also a member of the Board of Directors of the Union County Chamber of Commerce and its President-elect for 1971-72; he was Manager of Tax and Economic Research, New York Stock Exchange before joining Merck in 1965, and before that Assistant Dean, School of Business, University of Buffalo. Mr. Riley is a member of the American Economic Association, American Finance Association of Business Economists. He is a graduate of the University of Buffalo.

MICHAEL RUSSO: Chief, Program Services Division - Vocational-Technical Education, Washington, DC; B.S. - Fitchborgh Teacher; Masters - University of Vermont; Journeyman machinist, certified Architect, Shop Instructor (H.S.) Area Coordinator (BOCES). 3 years - Instructor, Architectural Engineering, University of Vermont; 5 years - State Supervisor of T & I - Vermont.

LEO SHAPIRO: United Federation of Teachers Local 2 American Federation of Teachers, AFL-CIO, Vice-President for Vocational High Schools. Teaching experience: 8 years; Business experience: 34 years (varied); Academic background: B.S. - C.C.N.Y. 1929, M.A. - N.Y.U. 1968; NYC Teaching License-Radio & T.V. Mechanics NYS Permanent Certificate - Vocational Director, Supervisor, or Principal.

ROBERT S. SECKENDORF: Assistant Commissioner for Occupational Education, New York State Education Department, is a native of New York City. He was graduated in January 1944, from Brooklyn Technical High School and entered the School of Education at New York University. Following two years of service in the Navy, he returned to New York University and completed his B.S. in Education in 1949. He received his Master of Arts degree in 1951 and was awarded the Doctor of Education degree in 1960 from New York University. Dr. Seckendorf began teaching in New York City in 1949 and continued in that school district until he joined the New York State Education Department in 1957 as a Supervisor of Industrial Arts Education. In 1963, he was appointed Chief, Bureau of Vocational Curriculum Development and Industrial Teacher Training. The following year he was assigned responsibility to develop plans for a statewide system of area vocational education programs as a prime phase of implementing the provisions of the Vocational Education Act of 1963. He was appointed Director, Division of Occupational Education Supervision in 1965 and continued in that assignment until his appointment as Assistant Commissioner in October, 1966.

JEROME R. SEHULSTER: Assistant Commissioner for Manpower, NJ Dept. of Labor & Industry, in charge of Vocational Rehabilitation, Training & Employment Service. Graduate - Montclair State College; Member - NJ Advisory Council on Vocational Education. Veteran of 9 years on a Local Board of Education.

MERCEDES I. VERCHER: Assistant Director, Technical Education, San Juan, Puerto Rico. Educational Background: Bachelor of Science in Education, major in Home Economics, University of Puerto Rico, 35 credits in professional courses in Vocational Industrial Education, University of Puerto Rico; Certificate of Teacher of Vocational Industrial Education, Master in Arts, major in Vocational Industrial Education. Other Training: Leadership conference in Vocational Industrial Education, University of Purdue, Indiana; Seminar on Human Relations (Sensitivity Training), Lobos Island, Puerto Rico; Institute on Planning of Facilities and Equipment for Vocational Programs, University of Colorado, Fort Collins. Professional Experience: Visiting teacher in a Second Unit school in Arecibo, Puerto Rico; Needlework Teacher, Arecibo High School; Dressmaking teacher, vocational schools of Caguas and Arecibo.

Professional Organizations: Teachers Association of Puerto Rico, National Educational Association (NEA), American Vocational Association (AVA), Epsilon Pi Tau, American Home Economics Association, American Technical Education Association, Alumni Association of the University of Puerto Rico; Civic Organizations: Altrusa Club, Children's Hospital Association, Eta Gamma Delta Sorority.

DR. ROBERT M. WORTHINGTON: Robert Melvin Worthington is Assistant Commissioner of Education and State Director of Vocational-Technical Education in the State of New Jersey, being appointed to that position in January, 1965. Dr. Worthington previously served as Professor and Chairman of the Department of Industrial Education and Technology at Trenton State College. He has taught at the Junior and Senior High School at Purdue University and in the Department of Industrial Education at the University of Minnesota. Dr. Worthington is the author of numerous articles in professional and technical journals and served as the Editor of THE JOURNAL OF INDUSTRIAL TECHNICAL TEACHER EDUCATION. He is the past President and an honorary life member of the National Association of Industrial Technical Teacher Educators. He was Secretary of the National Industrial Arts Policy and Planning Committee for six years and served as Chairman of the Council on Teacher Education of the American Vocational Association and as Chairman of United States Office of Education, Panel of Consultants on Vocational-Technical Education Professions Development. He was a member of the President's National Advisory Council on Vocational Education for two years and is a recognized leader in the field of Vocational Education throughout the United States.

DISCUSSION GUIDE:

In order to be reasonably certain the purpose of the Conference would not get lost in the speeches and in the discussion groups, objectives were developed by the US Office of Education. Using these objectives, a discussion guide was provided. It should be pointed out that it was not the intent, nor was it the practice to limit the discussions. In fact, the small group discussion leaders reported that encouragement for open discussion was not necessary because virtually all of the participants were most anxious to make their views known in the following areas:

1. To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.
2. To assess the extent to which the present total program of education meets the needs of the economy.
3. To determine the role of vocational education in meeting career needs of youth and adults and of the economy.
4. To suggest means by which the existing educational system can be proved in efficiency and effectiveness, to insure the preparation of every person leaving school for either employment or further education.
5. To identify the areas of improvement in the total educational system for which vocational education should be responsible.

AN OVERVIEW:

There were several points brought to light by this Conference that came through loud and clear. Moreover, these same points appeared to have been reiterated in each speaker's remarks, in the reactor panelists' comments, in the reports from small discussion groups, and in side remarks made during the breaks.

These issues or points are outlined as follows:

1. The educational system including vocational education must be relevant to the needs of all persons in our society.

2. The educational system which presently carries an assortment of labels, - vocational education - occupational education - career education-, should be one system of education, on all levels, all leading to one goal with one title -- career education.

3. The educational system cannot function satisfactorily until the professional educator seeks the cooperation, advice and support of people from industry and labor.

4. The educational system must provide ways of teaching people the dignity of work.

5. The educational system must be changed or modified, particularly in the early years to:

    a. Provide career orientation and/or education at an early age for all children.

    b. Provide a revamped curricula which will eliminate and/or greatly reduce the need for remedial education.

    c. Provide a curriculum that will make it possible for all students to receive occupational preparation for at least an entry level job on graduation from high school, as well as preparation for higher education.

    d. Provide opportunities for dropouts from high school to return to the classroom without any stigma of failure.

It must be obvious that these points or issues coincide with the five objectives of the Conference. The degree of unanimity of all the speakers, reactor panelists, and participants can be gleaned from this sampling of quotations:

Dr. Robert Seckendorf said, "Widespread dissatisfaction with the educational system among students, parents, and the community at large, and educators themselves has led to pressure for rethinking of educational aims and methods, to make them more 'relevant' to students who live in the mid-20th century and will live in the 21st century. One way to make educational programs more relevant is to eliminate arbitrary distinctions between school-life and life in the greater community, to allow students to explore and test themselves in the world outside the classroom walls. As schools and communities become more open to one another, some form of occupational education must become an integral part of the curriculum for all students.

An occupational education system capable of serving all students will need to be broadly conceived as part of a redesigned total educational system which has as one of its major purposes preparation for earning a living. Since students will not only be preparing for jobs which exist or are emerging but for jobs of the future, whose nature cannot always be foreseen, occupational education will need to place increased emphasis on developing general learning as well as specific skills. More than ever before, it must function as a means for learning to use the arts and sciences in real life situations, and as a source of and motivation for other forms of learning, rather than a substitute for them- - - -."

Speaking to virtually the same point, Mr. Frank Cannizzaro stated: "Our educational system is geared to serve a college-bound minority. Thus, it neglects the real needs of most of its students. The consequences are alarming! Most of our young people are being prepared for a world they will never see. Their education is irrelevant to the demands and opportunities of the world of work.

This is a tragic, thoughtless discrimination against those who will serve society as craftsmen or technicians. It means that millions of our young people are struggling to prepare for mistaken goals. It is an outrage on the working men and women of our nation. We in the trade union movement have said that every child has a right to an education, and in that, we as a nation have succeeded. We have provided an education of sorts to every child. But the time has come to go much, much further. The time has come to say that every child has a right to relevant education; an education fitted to his needs and abilities and aspirations; an education designed to discover and nourish his unique potential and, most important, an education that is a pathway to an appropriate and satisfying vocation."

Speaking to the same issue of relevancy but from a different vantage point, Mr. Leroy F. Reisor, Jr. stated: "The labor force in the seventies on a world basis will continue behind the population curve, and that element of our population available to do work will continue short of the total needs. Where in the past, agriculture has seen the greatest growth in the labor force, in the immediate future, occupations service will gain considerably. What I am saying there very simply is that on a world basis, manpower remains an important consideration. At present, the population is growing in the neighborhood of 1.9% per year, and the labor force is projected to increase in the period 1970 to 1980 from approximately 1.6% per year to 1.8% per year. This is not difficult to measure when we stop to think that all the people who will enter the labor force during this time have already been born, and the influence of World War II and the Depression limited the ability of parents to raise larger families. A higher percentage of young people in advanced study and early retirement schemes have reduced the total available to do work. - - - So I would make as my first point the responsibility to reshape the profile of the manpower pool in the future. We continue to develop our education system for college studies when only one quarter of the work done in the United States employs fully the college trained.

To improve the balance in the manpower force we must change the make-up and the image of vocational education. This, I believe, must be a joint responsibility of the Federal and State offices of education. - - - I am suggesting that no half-way measure, minor modification of the budget, or improvement in the classroom will do it! It will require a major shake-up in the entire educational system. You might start by eliminating the name 'vocational' rather than just talking about it! Next we should reshape the elementary and secondary program makeup to do two things: First, to expose the elementary school student to the full scope of education while finding a way to measure aptitudes and assist in students' long range goals. Second, to include in the scope of secondary education, that element we refer to as vocational education, a multitude of programs that are not now present. There are a number of subjects which can be developed such as, computer operation and programming, dental technology, theory of flight (aviation), meteorology; those subjects which have a growing need in the makeup of manpower which can be explored earlier in life, and in some of these a college education is not necessary.

What I am suggesting here is that you consider changes in the makeup of the educational system that will really give you people in vocational education the flow of students (the right students) you need, to bring education costs and the balance in the manpower profile in line. What I am suggesting here is not as far out as it may seem. It is a simple fact that total education is not meeting the needs of the individual or economy as a whole. We need not debate long to agree that the craftsman is in short supply even in the face of very respectable wage earning abilities. Further, I am certain that we could also find the college education wanting for many. - - -

I have outlined only three points:

One - The labor force needs in our world demand a new balance and I believe give great support to your effort to maximize education.

Two - The change in the manpower profile will require an increase in the flow of students to vocational education. This can not happen without a change in image!

Three - The laws for child labor -- both State and Federal -- must be reviewed for possible restriction to your programs."

Reacting to the key-note speakers, Mr. Clarence E. Gray pointed out these three problems:

1. The attitude of the child toward vocational education.
2. The present programs do not reach all of the children of all ages.
3. The inequity of present funding - such as $4 for remedial education as compared to $1 for preventative education and $14 for higher education as compared to $1 for vocational education.

Related to this issue, Mr. Leo Shapiro commented that: "We have to change our ideas about vocational education. I have heard a great deal of educational change, but I think it has been over-emphasized. I think people have to change.

Many of the young people question why employment is necessary. We have directed our thinking and speeches to the effect that employment is necessary. We must change that attitude. We have programs of education coming out of our ears. The real problem is not how to teach, but, how to learn. We have to develop these children's highest potential. This is the problem we have to direct ourselves to! I would like to repeat and emphasize, we have many intelligent ideas, but, our problem is how we can make these people learn. The way to help people learn to read is by reading. You can't learn to read with teachers unless you want to read. - - - The youngster is not born with desires - desires are encouraged by his surroundings. When a youngster says he wants to be an Airline Pilot and hasn't the capacity we feel something is wrong. We feel the children should be given a screen test. They should then be directed in fields which hold their potential."

Quoting Mr. Cannizzaro again, "We are spending far more to reduce the pool of unemployed than we are to reduce the tragic daily flow of people into that pool. Our educational system must be altered immediately to prevent a continuation of our past mistakes - - - . Vocational education in America has been stifled by an attitude which dismisses vocational education as something for the misfit, the disciplinary problem, or the dull child. Vocational education is necessary - but always for someone else's children.

This attitude is shared by businessmen, labor leaders, parents and students. We are all guilty. We have promoted the idea that the only good education is an education capped by four years of college. This idea, transmitted by our values, our aspirations and our silent support is why schools fail with too many students. The attitude infects school districts, which concentrate on college preparatory and watered-down general courses in reckless disregard of the fact that, for more than half our young people, high school is still the only transition to the world of work. It infects students, who themselves fall victim to this national yearning for educational prestige.

This attitude must change. Fewer than 20% of job opportunities require a four year college degree. While every child must be educated to his highest potential, that height is not measured by the color of his shirt collar. Skilled craftsmen and technologists can earn as much as school superintendents, only the arrogant will feel that the buttoned-down collar is more worthy than the rolled-up sleeves.

Most of our young people leave school vocationally illiterate - - -."

Speaking to the Career Educational Needs of Adults, Mr. James W. Riley said: "The ability of the US work force to switch jobs and occupations while upgrading talents in the process, is an unheralded success story. In short, the almost revolutionary change that has taken place in the labor market these past two decades with relatively little unemployment consequences is something the US and particularly the educational system can be justly proud.

If one takes a closer look at those unemployed over the recent past, two facts stand out:

First, while the overall rate of unemployment has declined modestly over the last 20 years, the rate of unemployment for young adults (16 - 19 years of age) has grown by about a quarter. The rate for adults over 20 years of age has declined modestly.

Second, over the 1965-1969 period the unemployment rate of those 16 - 21 years of age is 3/4's higher for dropouts - those not completing high school - than for those that graduated from high school. Note also, that the participation rate in the labor force - those young adults looking for work - is much lower for the dropouts than the high school graduates. And even more disturbing, while the participation rate for high school graduates is climbing over this period, the participation in the labor force by dropouts is falling. Thus it is probably safe to assume that the true or real unemployment among dropouts is significantly higher than usually shown and is growing.

I conclude from these data that:

1. The educational system has done a rather remarkable overall job in preparing our population for the adult World of Work.
2. The young adult who completes high school while temporarily facing relatively high unemployment is generally fitted into the workaday world in a short period.
3. The young adults who drop out face not only immediate high unemployment but are probably designated to off and on again work opportunities for their entire lives.

Since no law has yet been written that can compel a student to learn or practically speaking to even attend class, it seems to me the compulsory education laws are meaningless -- if not harmful -- and ought to be abandoned. An educational system that sets as a goal 100% education of its population is not only doomed to failure but to high costs and low overall quality. Absolute perfection is unobtainable.

- - - We ought to accept as a given fact that the present school systems will have dropouts all along the school life period - whether in 12th grade, 8th grade or 5th grade. Once this is accepted it becomes necessary but significantly easier to establish what I'd call "Retrievable systems". These systems are educational opportunities that are at once both part of the current educational scene and outside the educational structure. The part that is within the educational system requires recognition of education as a life cycle condition and not something that forces into specific pigeonholes by age or class standing. It requires opening the schools - or some part of them - to the population when it is convenient for them and not when it is convenient for administrators and teachers.

The part of the Retrievable system outside the school system recognizes that education must go where the action is. It means abandoning the idea that education takes place within four walls of a designated building. Education must move to the store fronts, the reaction areas, the local clubs, the work areas - whether in offices, factories, the hotel, the fields or the shore. It must not only take to the airwaves of T.V. - public, educational and cable - and radio but to the movie house and on the road in trailers and trucks and probably even to the fairs and rock festivals.

In short, education must be recognized as a product that must be sold and to some quite rigorously. And it must be a saleable produce which in terms of the economist means the consumer must feel he is getting his monies worth. And this selling goes beyond the current method of the hard sell to parents and teachers and must get the product distributed in a time, place and form convenient to the dropout.

To sum up this section, the education community must back off from the idea that it can "educate" 100% of its population. In so doing it must develop a Retrievable system that provides second, third and maybe tenth opportunities to gain an education and/or upgrade earlier education experiences.

This brings us - or at least me - logically to my third point: the relevancy of education. If one limits relevancy to the ability to earn a living, the answer is obvious that our education system has been relevant for the vast majority. Yet, as noted earlier, there is a sizable minority who find making a living a very difficult proposition. For this group - or at least some of them - the education available to them or taken advantage of has been irrelevant. Yet some of this group are designed to find getting along in life difficult no matter what steps are taken in education - - -.

- - - For the group who finds education as currently packaged irrelevant - in terms of making a living - I offer the Retrievable system. Being much more individualized, it should bridge the relevancy gap.

In this sense, the problem is not so much a realignment of the entire education system - although continued evolution in education is always encouraged - as it is a matter of techniques. - - - If the formalized system of general education is wasted on some, it should be revamped or replaced. In short, education should be pliable so as to meet the needs and abilities of different students. But to talk in terms of replacing or restructuring the entire education system is really offering nothing - the system is so large and so complex, headway can be made only by dealing at the "margin"."

Among his comments regarding the issues, Mr. Jerome Sehulster said: "I believe a lot of the training (education) should be related to employment. I am in favor of change or correction. - - - At best the public school system can and will do only a small part. Only 20% of the workers need a college education. Only 40% need technical education because it is provided on the job by the employer. Another question is, in what fields should training be given? Our Department of Labor (New Jersey) is working with the Department of Education to establish training programs and guidance for students. We require a much broader view of employment needs. - - - There will always be a need for remedial education programs for dropouts for they need the education."

One speaker mentioned the youth club known as DECCA in connection with distributive education. Mr. Richard Bawcom commented that this program was highly successful in motivating young people to study and work.

One of the youth organization representatives requested that:

1. The vocational youth organizations continue to be developed, expanded and coordinated with the instructional programs of their respective occupational area.
2. These youth organizations become "an integral part of the instructional program" not only in theory and definition, but more importantly, in reality and practice.
3. These organizations remain separate and distinct in order to better serve the instructional program of which they are a part.

Michael Russo, serving more or less as an anchor man for the conference made the following factual statements. Quoting Mr. Russo, "- - - Public vocational education provides more skilled workers for the civilian labor force than all other Federally aided employment preparation programs combined. Vocational education upgrades the job skills of more workers than any other government program. Yet the Federal investment in vocational education is just over $25 per enrollee. The support of the program is verified by State and local governments which invest $5.00 to every $1.00 of Federal money for vocational education. Although this program assists millions of persons each year, it is not meeting the needs of all the people. Few of the 36 million elementary school children are exposed to career orientation and exploration. The vast majority of high school youth never have the opportunity to enter a vocational skills program. Few of the 750,000 high school dropouts have a saleable job skill.

Because we have not invested more in the preparation of our youth for work, we are faced with an increasing number of remedial manpower training and government works programs. It is time to make a concerted effort to move our system of public education to a career development and education system for all persons in all communities of the land."

Mr. Russo summed up the opinions of all the participants of the conference when he said the objectives of vocational career development are:

1. To provide every young person who completes high school with a salable skill and assured entry to further education or training.
2. To provide those students who leave high school before graduating with a salable skill and re-entry opportunities into education or training.
3. To provide career orientation starting in kindergarten and guidance, counseling, and placement services to all students at all levels of education to assist them in career choices in making job changes.
4. To assure every person the opportunity to obtain career-related skills throughout life, within or outside of schools, with employers assuming a greater role.
5. To emphasize and enlarge post-secondary and adult vocational and technical education programs, including pre-technical programs for the academically handicapped, so that a much higher proportion of specific skills training will occur at the post-secondary level.
6. To assure that every individual is prepared by education, regardless of curriculum, to lead a productive and self-fulfilling life.

In attempting to assess the Vocational Education Goals, Mr. Russo said we all seem to agree that:

1. Vocational education must become a part of the educational experience of all people.
2. Vocational education must be responsive to the nation's present and future needs.
3. Private schools and private industry must be an integral part of career education.
4. Vocational education is the principal element of a relevant education program.

5. Leadership development to effect education is essential.

In his discussion of a Career Education Model, Mr. Russo gave a number of points related to the model:

1. Career education will replace general education.
2. Vocational education will give priority to special target groups.
3. Career education will begin in the elementary grades and continue through life.
4. Specific skill training will be available for all who choose it at the secondary, post-secondary, and adult levels.
5. Vocational education will make a greater impact at the post-secondary level.
6. Job placement and follow-up will be a continuing school function.
7. Leadership development for vocational personnel and teacher preparation and upgrading will be required.
8. Effective and continuous evaluation is required.

At the risk of being somewhat redundant, a number of points were mentioned by speaker, reactors and participants in general discussion which relates to specific objectives. Quotations and/or statements by objectives follow:

Objective Number 1:

Mr. Checcio said, "I have an appreciation for the need for relevancy. I'd like to know from what point do you start when everything is said and done? I think what guidance teachers have to be taught is that learning a skill is not failure. In terms of relevancy, it is relevant to have these programs. We have to begin turning on the students. I am trying to turn on the people around me. I am not turned off by the people who rebel, but, you have to find some other way of going about it: You have to ask yourself what are you going to achieve? Needs today are terribly complicated. If we don't have some reception to the needs we see it is not good. At one time we wanted to employ some ex-cons, but, it was not accepted by the local people.

I think we are sending kids to college who shouldn't be going to college. To what extent does he think some good, broad and better eceonomics getting introduced in school curriculum can go so that children have some idea of getting up in the morning, punching a time card, etc. I think there has to be a reversal in the area of the world of work. We are deriding the world of work. We don't emphasize the good of work. I know many kids that will graduate, but, will not have taken skills necessary for the world of work."

Objective Number 2:

Dr. Worthington stated that industry and business can help us to evaluate vocational education programs particularly in relation to where the weaknesses are. Also, by supplying schools with up-to-date information as to what is needed.

Mrs. Vercher pointed out that we have to change our educational system in relation to students as well as industry's needs. Many drop-outs and others who apply for Technical Schools find they have not been oriented and prepared in their respective high schools. Students should be acquainted with the industrial world and know what it expects of them.

Objective Number 3:

Mr. John Bawcom suggested ways to deal with these youth groups. The point of view of the youth involved must be considered because some may not want to take or receive skill preparation. The attitude of the students and staff must be thought of in relation to vocational education. Guidance counselors must be knowledgeable about industry, job requirements as well as college programs.

Speaking in relation to the same objective, Mr. Bawcom said that we must do a better job of communicating with youngsters. The teachers of distributive education are very helpful in opening the lines of communication. Mr. Bawcom considered vocational education on the secondary level very important because it is preparing young people for a useful place in society. Vocational education is also a tremendous asset in educating the disadvantaged.

Objective Number 4:

Mr. Clyde Krygar pointed out that there was a great need for a comprehensive manpower study to show what will be needed in the next five years. Further, that industry seems turned off on this topic. Mr. Krygar went on to say that he felt a new education system should be more flexible than the present one, particularly in length of courses, starting dates and the qualification of students entering the courses.

Objective Number 5:

Mr. Lee Hamilton expressed the view that there was a low demand for the products of the high school at present because many students do not have salable skills. If junior colleges are able to develop skill training, we should be sure that they are not duplicating the programs of occupational education offered on the secondary level. Mr. Hamilton said he felt post-secondary vocational education is a mirage. One important part of secondary vocational education is that young people can achieve some independence at an early age. I think it is a mistake to put all our eggs in the post-secondary vocational education basket.

SUMMARY - VIEWS OF CONFERENCE PARTICIPANTS

It is interesting to note where a majority of the respondents to this section of the questionnaire placed their emphasis; nearly two-thirds feel that vocational education is preparation for work as well as for further education. Seventy-three percent have taken vocational education at either the high school or four year college level. Eighty-three percent indicated that their communities offering vocational education have a job placement service. Eighty-five percent wanted their children to have both vocational and college preparatory subjects. Eighty-seven percent supported spending more money for vocational education in their community with a majority looking toward the federal government for the increase, with state, local and private industry increasing their financial support in the order listed. It should be noted that only two persons felt a tuition increase was in order.

Eighty-five percent of the persons responding indicated that vocational education was available in their community, with most of the programs in the high school and more than sixty percent offer evening adult programs.

Of the ninety-one persons responding eighty-nine advised or participated in deciding what educational courses should be offered in schools. It should be noted that only twenty-two of the eighty-nine people advising were educators; the rest were parents, employers, school board members, or students.

Only one person objected to introducing the world of work in elementary schools, while virtually all other persons participating in the conference indicated that this activity was essential to and should become a vital part of the total educational curriculum.

See appendix for numerical totals of this questionnaire.

SUMMARY OF SMALL GROUP DISCUSSIONS

The discussion leader had a set of guidelines (see Appendix) made available to stimulate discussions, in addition to the set of questionnaires each participant was asked to complete. As mentioned earlier, the small groups had in general, free whealing discussions which brought out many divergent points of view not necessarily responding to a specific objective. The major points from the recorder's reports follow, together with summaries of the questionnaires as related to the objectives. The numerical summaries are included in the appendix of this report.

Objective Number 1: To assess the extent to which the present program of education meets the Career education needs of youth and adults in the community.

Seventy-eight percent of the ninety-one persons who responded to this questionnaire thought that few students looking for work have a job skill by the time they leave school. They indicated that the present school curricula does not provide adequate career orientation or occupational preparation for entry level jobs.

Fifty-three percent felt that one-half of the students were prepared for higher education as compared to thirty percent who felt that most students are prepared for higher education.

In the area of adult education sixty-six percent indicated that the school system provided programs for re-entering the work-force, fifty-three percent felt retraining programs were adequate, and sixty-two percent indicated that advancement courses were offered.

More than sixty percent of the respondents indicated that occupational education was provided for minorities, school dropouts, and handicapped persons.

The following conclusions seemed to have universal acceptance in all discussion groups:

1. Some leadership must be taken by The Secretary of HEW, The US Commissioner of Education, and Chief State School officers to give Career education a top priority. Moreover, educational philosophies and statements must constantly reiterate Career Education Philosophy.
2. Full and additional funding of the Vocational Education Act is essential.
3. The entire system of education must be radically changed to become relevant to today's needs using an interdisciplinary approach.
4. Public elementary and secondary education should provide a foundation for learning to live and earning a living. It should provide students with a basic academic education along with a general understanding of the world of work, as well as specific occupational skill for those who need it and can benefit from it.
5. Funding to post-secondary and higher education institutions is unbalanced for the technical or occupational career areas. Most of the funds are given to liberal arts areas.
6. A strong feeling was indicated that all so-called "general curriculums" in high school be eliminated. It prepares a student for nothing.
7. Better follow-up studies of students should be made, however, there seemed to be general agreement that most vocational students were employed in their field of training.
8. Guidance counselors in general, do not know enough about occupations and occupational education to properly guide a student in this direction.
9. In the past, many vocational educators were reluctant to provide vocational programs for all students.
10. Many parents were reluctant to permit their children to enroll in the vocational-occupational curriculum and encouraged college preparatory programs even though the students were not interested in college.
11. A lack of flexibility in school curriculum limits a student's options to explore various occupations; once a choice is made the student is locked in for the duration of his high school career.

Objective Number 2: To assess the extent to which the present total program of education meets the needs of the economy.

Approximately one-third of the eighty-one respondents indicated that the training programs were directed toward community job demands, one-third felt that one-half of the programs were directed toward community job demands, and one-third felt that few programs were community job oriented.

The group was also equally divided as to the extent major employers hire persons prepared by community schools.

Seventy-five percent of the respondents felt that few schools were responsive in providing new training programs requested by employers.

Sixty percent indicated that few educational programs have active employer participation in curriculum development.

Additional views on this objective reported by the group recorders follows:

1. Many industrial leaders want specific occupational training only. Most educators feel that programs must be broad enough so that students' future is not limited.

2. In 1966 US Commissioner of Education Harold Howe told superintendents to take vocational education from the bottom of the pile and put it on the top.

3. More cooperation is needed between labor, education and industry to

   a) Improve the image of vocational education.
   b) Identify a delivery system to guide students into the work force.
   c) Provide motivating programs which do not necessarily stress craft-type skill training but should teach the dignity of work.
   d) Agree on a Career Development Program as suggested by Commissioner Marland.

4. A consensus from the group recorders indicated that:

   a) Eighty percent of the jobs do not require a college degree.
   b) Many vocational students are over trained for entry level jobs.
   c) Highly trained students are often bored with the low level entry jobs available to them.

5. The cluster concept for occupational education should be expanded in place of narrow specific skill preparation.

6. Extensive research on job trends and employer needs should be done to determine curriculums. Occupational education for obsolete jobs causes irreparable harm to the involved students.

Objective Number 3: To determine the role of vocational education in meeting Career needs of youth and adults and of the economy.

It appears that a majority of the persons responding to this questionnaire agreed in a positive way because:

1. Seventy-five percent indicated that most high school students should enroll in vocational education courses.
2. Eighty-three percent indicated that public schools should coordinate their resources with those of private schools and business and industry to insure that preparation for employment or further education be relevant.
3. Ninety-four percent indicated that a job placement program should be available to persons leaving school.
4. Ninety-nine percent indicated that most high school students should have vocational counseling.

The group reports indicate substantial agreement on the following points:

1. Union apprenticeship councils should be active on advisory committees related to respective trade education so that proper recognition will be given to vocational graduates as they seek employment in a trade.
2. Expand cooperative education, to insure that a job will be available when the training is completed.
3. Recruit more minority groups into vocational programs.
4. Modify those labor laws that prohibit some young people from working on jobs which are now prohibited by law.
5. The preparation of guidance counselor should include vocational or career education in addition to the usual preparation for counseling into higher education.
6. Career education should begin in the early years of the elementary education program and continue through the 12th year of secondary education.

7. There should be better representation of industry and labor on school boards to provide better information on career education.

8. By the year 2000, two percent of the population will produce the goods and services for 100 percent of the people. Hence, it is estimated that retraining will be needed approximately six times in the working life -time of an individual.

Objective Number 4: To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

The response to the questionnaire show that:

1. Ninety-four percent of the eighty persons responding indicated that general education should be integrated into vocational education.
2. Twenty percent indicated that contracts with private schools would help prepare persons for employment.
3. Sixty-five percent felt that incentives should be given to private industry to help them prepare people for employment or further education.
4. Thirty-nine percent felt that multi-media instructional materials should be developed for use in the home to prepare every person for employment or further education.
5. Fourty-two percent indicated that the school year should be extended to twelve months.
6. Only fourteen percent favored a voucher system by which parents could purchase instructional services.

The small group reports indicate the need for:

1. Providing methods to accomodate the more diversified needs of present day students.
2. Vocational educators and academic educators joining together in providing a comprehensive educational system.
3. Restructuring the funding system to provide more funds for a well balanced curricula which would eliminate the need for remedial programs.
4. Determining methods of making cooperative programs more attractive to industry. Some employers think of the program as a cheap source of labor, while others consider it too expensive. This type of program does provide the best media for introducing the student (youth or Adult) to what an occupation is all about.
5. Find ways to reduce the pressure on guidance personnel to direct student to college oriented program.
6. Require educators and particularly counselors to have an appreciable understanding of the world of work. If Career education is to be

effective, we must have knowledgeable people in the schools. This is not to say that youngsters should make a final choice of an occupation at an early age, but to make available to them an aboundance of information to enable them to make an intelligent choice of a future occupation.

Objective Number 5: To identify areas of improvement in the total educational system for which vocational education should be responsible.

Over eighty percent of the seventy-nine responding to this questionnaire indicated that vocational education should be responsible for:

1. Orientation to the world of work.
2. Work-study experience throughout junior and senior high school.
3. Assuring every student a marketable skill.
4. Vocational counseling for all students.
5. Securing educational credit for work experience.
6. Vocational exploration to facilitate an intelligent occupational choice.
7. Occupational preparation retraining and upgrading of adults.

It is notable that seventy-three percent of the respondents felt that vocational education should be responsible for the occupational preparation of post-secondary students while less that fifty percent felt that educational credit for home study and appreciation of ethnic cultures was a responsibility of vocational education.

APPENDIX I

SUMMARY - VIEWS OF CONFERENCE PARTICIPANTS

This document was used to assure that each participant had a chance to express his opinion about the educational system in his community.

Ninety-seven persons responded as follows:

1. Which of the following statements most accurately describe vocational education?

   5 It has value for only the non-college bound student

   43 It has value for every student

   6 Emphasis in vocational education is on manual skills

   1 It has the status of academic education

   60 Vocational education is preparation for work as well as further education

2. Have you ever taken courses in vocational education? 70 Yes 25 No

   At what level?

   11 Grade school

   44 High school

   8 Two year college

   34 Four year college

3. If you did not take courses, why not?

   11 They were not available

   12 Preferred to take other courses

   ____ Grades not high enough

   ____ Other, specify____

   5 Not interested

   3 Advised not to

4. Do the schools offering vocational programs in your community also have a job placement service? 68 Yes 22 No

5. Do you want your children to take

   ____ Vocational education

   3 college preparatory subjects

   83 both vocational and college preparatory subjects

   11 does not apply

6. Would you support the spending of more money for vocational education in your community? 85 Yes 5 No. If yes, should increased money come from

52 Federal government

36 State government

28 Local government

___ Other, specify ___

25 Private industry

2 Tuition

27 All of above

7. Are there programs of vocational education available in your community? 82 Yes 5 No. If yes, at which of the levels listed below are vocational education programs provided?

26 Junior high school

79 High schools

37 Junior college

___ Other, specify ___

62 Evening Adult Program

22 Industrial Plant Schools

22 College

8. Have you ever advised or participated in deciding what educational courses should be offered in schools? 68 Yes 19 No. If yes, did you participate as a

15 Parent

15 Employer

22 Other, specify Educators

3 Student

11 School Board Member

9. Should there be greater emphasis on introducing the world of work in elementary school? 89 Yes 1 No

10. Have you ever visited a vocational school? 89 Yes 8 No

11. Check the category which most accurately describes your interest at this conference.

21 Employer

65 Educator

5 Student

3 Other, specify Legislator, County Government

3 Employee

2 Unemployed

SUMMARY OF OBJECTIVE NUMBER 1 (91 Responses):

To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

1-a. To what extent does the present school system in your community provide services for students entering the world of work immediately upon leaving school?

4 Most students looking for work have a job skill by the time they leave school.

17 About one-half of the students looking for work have a job skill by the time they leave school.

70 Few students looking for work have a job skill by the time they leave school.

1-b. To what extent does the present school system in your community prepare students for further education upon leaving high school?

31 Most students are prepared for further education by the time they leave high school.

48 About one-half of the students are prepared for further education by the time they leave high school.

12 Few students are prepared for further education by the time they leave high school.

1-c. Is the present school system in your community providing adult education for:

re-entering the work force 60 Yes 26 No

retraining to remain in the work force 48 Yes 32 No

training for advancement in the work force 56 Yes 27 No

1-d. Is the present school system in your community providing education in preparation for work to the following:

minorities 56 Yes 27 No

school dropouts 51 Yes 34 No

handicapped 65 Yes 19 No

What are the strengths and weaknesses of the present school system in meeting the career education needs of youth and adults in your community?

Some of the weaknesses listed are:

1. Program depends on federal funds.
2. Vocational program not integrated into the total education system.
3. Teachers in general lack sufficient understanding of special needs groups.
4. Adult education teachers lack preparation in how to teach.
5. Lack of community participation in identifying and planning for education needs.
6. Schools are still geared to college bound students and too watered-down college prep work in general courses.
7. Lack of adequate vocational facilities and programs.
8. A lack of general education in the basic subjects together with a lack of good work attitudes.
9. Major concern is for academic programs.
10. Unrealistic levels of the aspiration of parents for their children.
11. A lack of strong vocational program offering.
12. No formalized job placement program for graduates.
13. Vocational day and evening programs operating at between 50% and 75% of capacity because: a. too small amount of State and Federal funds provided. b. Parents consider their children a failure if they attend vocational courses. c. Guidance counselors use vocational programs as a "dumping ground".
14. Lack of funds to provide vocational education.
15. Private vocational schools and their facilities not taken advantage of.
16. Programs too inflexible.
17. Guidance counselors are college oriented.
18. Programs lack early emphasis on career orientation for younger students.

19. Career orientation needs to be integrated throughout the school system.

20. All segments of the community-business, industry, labor, and educators should be involved in setting goals, determining objectives, planning and evaluation.

21. Not enough educating of children as to the dignity of work.

22. Little relevancy between school methods of work in industry.

Some of the strengths listed are:

1. Concern for meeting the needs of all children especially minority groups.

2. Increased funds for vocational education.

3. Improved facilities for vocational education.

4. A greater variety of vocational subjects offered to include some of the emerging occupations.

5. Willingness to explore new ways to meet career preparation needs.

6. A large Cooperative Education Program provides excellent opportunities for students to earn and learn as well as search out a lifetime career.

7. A good beginning career orientation program.

8. A good area center well equipped and staffed.

9. An active Advisory Council works with the vocational education people.

10. Mandate of new superintendent and Board of Education to teachers to exude career information.

11. A comprehensive offering is provided at an area center, well-equipped, well-staffed, reasonably good local school acceptance, with a good program for the handicapped and disadvantaged students.

SUMMARY OF OBJECTIVE NUMBER 2 (81 Responses):

To assess the extent to which the present total program of education meets the needs of the economy.

2-a. To what extent is the present system of education meeting the manpower needs of the economy of your community?

27 Most training programs are directed to the job demands of the community.

24 About one-half of the training programs are directed to the job demands of the community.

31 Few training programs are directed to the job demands of the community.

2-b. To what extent do the major employers in your community hire persons trained by the schools of the community?

21 Most employers are able to locate the employees they need from the local schools.

29 About one-half of the employers are able to locate the employees they need from the local schools.

32 Few employers are able to locate the employees they need from the local schools.

2-c. To what extent do the schools in your community provide trained workers for new employers moving into the community?

11 Most schools are flexible enough to provide the new training programs requested by employers.

9 About one-half of the schools are flexible enough to provide the new training programs requested by employers.

60 Few schools are flexible enough to provide the new training programs requested by employers.

2-d. To what extent do employers work with the schools to define manpower needs and to participate in developing programs to meet these needs?

19 Most educational programs have active employer participation in the development of their curriculums.

17 About one-half of the educational programs have active employer participation in the development of their curriculums.

48 Few educational programs have active employer participation in the development of their curriculums.

What are the strengths and weaknesses of the present school system in meeting the needs of the economy in your community?

Some of the strenghts indicated are:

1. Students enrolled in cooperative programs earned over $9,000,000 during 1970-71. Since many of the students resided in economically depressed areas their earnings added greatly to the purchasing power of their neighborhood.
2. Close coordination with industry, to meet their needs, is maintained but insufficient funds limited schools ability to keep pace with industry's growth.
3. Most graduating vocational students are ready for entry level jobs.
4. Area vocational-technical centers are developing good active employers participating in curriculum development.

Some of the weaknesses indicated are:

1. More coordination, cooperation and planning between the school system, industry and labor is needed.
2. Unions reluctant to give vocational students credit toward journeyman status.
3. Poor vocational guidance in the junior high school bracket.
4. Attitudes that vocational education is only for those who do not have college capability continues to be a major problem.
5. Not enough teacher understanding of the need for career education.

SUMMARY OF OBJECTIVE NUMBER 3 (85 Responses):

To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

3-a. To what extent should vocational education be available to high school students?

64 Most high school students should enroll in vocational education courses.

20 About one-half of the high school students should enroll in vocational education courses.

1 Few high school students should enroll in vocational education courses.

3-b. To what extent should the public schools coordinate their resources with those of private schools and business and industry to insure preparation for employment or further education?

71 Resources should be shared among public schools, private schools, business, and industry.

3 Public and private efforts should be coordinated only for special groups, i.e. unemployed, handicapped, minorities, etc.

17 Public and private resources should be kept separate.

3-c. To what extent should job placement services be available to persons leaving school? Job placement services should be available for:

79 Most students.

11 About one-half of the students.

-- Few students.

3-d. To what extent should vocational counseling be available to high school students?

81 Most high school students should have vocational counseling.

1 About one-half of all high school students should have vocational counseling.

-- Few high school students should have vocational counseling.

Suggest what the role of vocational education should be in meeting the career needs of youth, adults and the economy.

1. It should be in the vanguard in this area particularly by providing exploratory opportunities in the working world through cooperative education programs.

2. Vocational education should be introduced to all students at an early age through a wide variety of experience including field trips and discussions about each vocation.

3. Vocational educators should actively seek out individuals from various industries and have them present the requirements of entering jobs in their field.

4. There should be maximum flexibility in the programs, so that persons may enter programs at almost any point in their careers, progress in them, and find employment as a result of their learnings.

5. The facilities for programs should be intimately related to the actual situation in which the student will be employed.

6. Ideally, the program in the school should phase into employment on a continuum, rather than be planned as a school segment which ends, followed by the employment segment as a separate entity.

7. Vocational counseling should be made available beginning in elementary school, continue through secondary school on into adult life.

8. Provide flexible curriculums designed to fit the needs and abilities of all.

9. All education should be career oriented.

10. Provide effective adult vocational education.

SUMMARY OF OBJECTIVE NUMBER 4 (80 Responses):

To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

The number indicates the number of persons who considered that the items listed below would improve the efficiency and effectiveness of the educational system. Added items are listed under other:

75 Integrate general and vocational education.

16 Contract with private schools to help prepare every person for employment or further education.

52 Provide incentives for private industry to help prepare every person for employment or further education.

31 Develop multi-media instructional materials for use in the home "to prepare every person for employment or further education."

34 Expand the school year to 12 months.

11 Provide parents with educational vouchers for purchasing the instructional services desired for their children.

_____ Other:

1. Develop and strengthen Coop programs.
2. Work with industry to set up career exposure programs that will allow students to become familiar with the skills needed, responsibilities and working conditions of various careers.
3. Community re-education.
4. Develop realistic objectives.
5. Assign financial priorities and streamline funding at the state level.
6. Provide for the slow learner.
7. Eliminate the general curriculum at the high school level.
8. Tie State aid for high schools into vocational offerings to meet the needs of specific school populations.
9. Interchange teachers and experienced workers.

SUMMARY OF OBJECTIVE NUMBER 5 (79 Responses):

The figures indicate the number of persons who identified the areas of improvement in the total educational system for which vocational education should be responsible. Additional items are listed under other:

76 Orientation to the world of work.

66 Work study experience throughout junior and senior high school.

70 Assuring every student a marketable skill.

76 Vocational counseling for all students.

69 Educational credit for work experience.

39 Educational credit for home study.

71 Vocational exploration to facilitate occupational choice.

36 Appreciation of ethnic cultures.

58 Occupational preparation of post-secondary students.

67 Occupational preparation, retraining, and upgrading of adults.

_____ Other

1. Make occupational information course mandatory for all teachers at teacher training colleges.
2. Responsible for job placement.
3. Organize more in-service programs.
4. Responsible for counseling, testing, and interviewing of students.
5. Orientation programs for elementary and secondary administrators including boards of education in order for them to better what is being attempted in the field of career education.

APPENDIX II

GUIDE FOR SMALL GROUP DISCUSSION

Introduction

In order to realize the purpose of this Conference, objectives have been developed which focus on specific issues relevant to vocational-technical education. Speakers will address themselves to these issues, giving an overview of the situation and identifying possible courses of action. Panelists will then react to the presentation in order to further clarify the issues and provide background and stimulation for group discussions. Following this, conference participants will meet in groups of twenty-five or fewer people.

Groups will direct their attention to the discussion guide below. It is not the intent of the Conference to limit discussion rigidly to the scope and format of this guide. Free flowing discussion will be encouraged in groups while covering all discussion guide items to elicit comments and suggestions on the specific points listed.

Discussion Guide

The following objectives and related discussion points have been developed to aid discussion groups in treating issues and exploring potential existing in vocational-technical education.

1. To assess the extent to which the present program of education meets the career education needs of youth and adults in the community. (Suggested type of speaker: Educator)
    - a. orienting youth to world of work
    - b. transition from school to work
    - c. services for target groups i.e. unemployed, minorities, school dropouts, veterans, handicapped, etc.
    - d. existing public school programs for entry and advancement in work
    - e. resources outside of the public school for career education
    - f. other
2. To assess the extent to which the present total program of education meets the needs of the economy. (Suggested types of speakers: Manpower expert, economist - Chamber of Commerce, Economic Development, etc.)
    - a. manpower needs
    - b. extent to which total educational programs meet manpower needs
    - c. identify gaps in educating people for work
    - d. other
3. To determine the role of vocational education in meeting career needs of youths and adults and of the economy. (Suggested type of speaker: employer)
    - a. provide a framework for career education
    - b. provide the kind of manpower needed by changing technology
    - c. introduce the world of work and continuing education to elementary school children
    - d. help to move the socially and economically disadvantaged to higher standards of living through work

   e. coordinate educational programs for the employed and unemployed with other community resources

   f. other

4. To suggest means by which the existing educational system can be improved in efficiency and effectiveness, to insure the preparation of every person leaving school for either employment or further education. (Suggested type of speakers: vocationally trained youth or adults, private school administrator)

   a. integrate general and vocational education

   b. provide guidance to students in selecting careers and/or continuing education

   c. develop relationships between schools and the community at large

   d. accept a commitment to provide every person leaving school with a salable skill

5. To identify the areas of improvement in the total educational system for which vocational education should be responsible. (Suggested speaker: OE - Career Education Model)

   a. intensify development of post-secondary technical education programs

   b. provide continued upgrading and retraining programs

   c. intensify counseling and guidance services for career choices

   d. skills training

   e. develop programs for the disadvantaged

   f. other

APPENDIX III

SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

May 12-13, 1971
New New Yorker Hotel
New York, New York

Department of Health, Education, and Welfare -- Office of Education
Bureau of Adult, Vocational-Technical Education -- Region II
New Jersey, New York, Puerto Rico, and the Virgin Islands

PROGRAM

8:00-9:00 AM	Registration	Terrace Balcony
9:00-9:15 AM	Opening Session	Terrace Room
	Introductions	Charles A. O'Connor, Jr.
	Greetings	Mrs. Bernice L. Bernstein Regional Director
	Welcome	Joseph L. Hendrick Regional Commissioner (Acting)
9:15-9:30 AM	Conference Format	James Pyle
9:30-9:50 AM	Meeting the Career Education Needs of Youth and Adults	Robert S. Seckendorf
9:50-10:10 AM	Business Looks at the Status of Vocational Education in Meeting the Needs of Youth and Adults	Lee Reisor
10:10-10:30 AM	Reactor Panel	Clarence E. Gray Robert Worthington Mario A. Checchio Madeline F. Coutant Lee Shapiro
10:30-11:00 AM	BREAK	
11:00-12:30 Noon	Group Discussions	
	Group I	Room 811
	Group II	" 812
	Group III	" 814
	Group IV	" 815
	Group V	" 819
	Group VI	" 820
	Group VII	" 821
	Group VIII	" 822
	Group IX	" 823
	Group X	" 824
12:30-2:00 PM	LUNCH	

2:00 PM	GENERAL SESSION	Terrace Room
2:01-2:20 PM	Labor Looks at the Status of Vocational Education In Meeting the Needs of Youth and Adults	Frank Cannizzaro
2:20-2:40 PM	Reactor Panel	Henry Boardman Steve Freeman Thomas Harvey Maria Lacot Jerome Sehulster
2:40-3:00 PM	BREAK	
3:00-4:30 PM	Group Discussions	
	Group I	Room 811
	Group II	" 812
	Group III	" 814
	Group IV	" 815
	Group V	" 819
	Group VI	" 820
	Group VII	" 821
	Group VIII	" 822
	Group IX	" 823
	Group X	" 824

Thursday - May 13, 1971

8:50-9:00 AM	GENERAL SESSION	Terrace Room
	Announcements	James Pyle
9:01-9:20 AM	Relevancy of Education to Meeting the Career Education Needs of Youth	Aubrey Lewis
9:20-9:40 AM	Reactor Panel	Jack Belensky Louis Cenci Alexander Fishkin Raymond Lapoff Wilburn Smith
10:00-10:30 PM	BREAK	
10:30-12:00 Noon	Group Discussions	
	Group I	Room 811
	Group II	" 812
	Group III	" 814
	Group IV	" 815
	Group V	" 819
	Group VI	" 820
	Group VII	" 821
	Group VIII	" 822
	Group IX	" 823
	Group X	" 824

12:00-1:30 PM	LUNCH	
1:30-	GENERAL SESSION	Terrace Room
1:30-1:50	Vocational Education for the 70's	Dr. Edwin Rumph
1:50-2:30	Reactor Panel	John L. Brown Lee Hamilton Clive Krygar Sidney Platt Robert S. Seckendorf
2:30-3:45 PM	GENERAL DISCUSSION	James Pyle Chairman
3:45-4:00 PM	SUMMARY	

APPENDIX IV

LIST OF PARTICIPANTS

SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

New York, New York
May 12-13, 1971

PROFILE OF CONFERENCE PARTICIPANTS

Mrs. Bernice L. Bernstein, Regional Director, Department of Health, Education and Welfare, New York, New York (Region II)

Mr. Charles A. O'Connor, Jr., Director, Adult, Vocational-Technical Education, New York, New York (Region II)

Dr. Joseph L. Hendrick, Regional Commissioner (Acting), Office of Education, New York, New York (Region II)

Mr. James Pyle, Director, Aviation Development Council, Flushing, New York, New York (Region II)

SPEAKERS

Mr. Frank Cannizzano, Business Agent - Local 210 Int'l Brotherhood Teamsters, N.Y.

Mr. Aubrey Lewis, Vice President, F.W. Woolworth Company, New York

Mr. James W. Riley, Senior Economist - MERCK Company, Rahway, New Jersey

Mr. Leroy Reisor, Jr., Director of Personnel, Corn Products International, Englewood, New Jersey

Mr. Michael Russo, Division of Vocational-Technical Education, Washington, D.C.

Mr. Robert S. Seckendorf, Assistant Commissioner for Occupational Education, Albany, New York

PANELISTS

Mr. Jack Balinsky, Youth Coordinator, Office of The Mayor, Syracuse, New York

Mr. Henry Boardman, Community Relations Manager, Western Electric Company, Inc., Kearney, New Jersey

Mr. Richard D. Bawcom, Kress and Company, New York, New York

Mr. Louis Cenci, Executive Secretary-Advisory Board for Vocational & Extension Education, Board of Education, Brooklyn, New York

Mr. Mario A. Checchio, Johnson and Johnson Co., New Brunswick, New Jersey

Dr. Madeline F. Coutant, Executive Director, Neighborhood Youth Corporation of Otsego County Incorporation, New York (Oneonta)

Page 2 - Panelists

Mr. Alexander Fishkin, Coordinator of Federal Programs Board Education,
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Mr. Thomas Harvey, J.C. Penney Company, New York, New York

Mr. Clive Krygar, Director, Essex County Career Center, East Orange, New Jersey

Mr. Raymond Lapoff, Vice President, Torjesen, Inc., Brooklyn, New York

Mr. Sidney Platt, Principal, Eli Whitney Vocational School, Brooklyn, New York

Mr. Jerome Sehulster, Assistant Commissioner, Office of Manpower, Department
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Mr. Leo Shapiro, United Federation of Teachers, New York, New York

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